

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: July 26, 2006 **Time:** As Shown
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the June 28, 2006, Meeting of the Board

Announcement Regarding the Formation of New Board of Education Committee

Public Comment

Action/Discussion Items

- A. First Review of Proposed Response to *No Child Left Behind* (NCLB) Compliance Monitoring Report on Highly Qualified Teachers
- B. First Review of Timeline for Submission of Additional Evidence to the United States Department of Education for Review of Virginia's Assessment System
- C. First Review of Recommended Cut Scores for the Literacy and Numeracy Assessments Required for the Modified Standard Diploma
- D. First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program
- E. First Review of Proposed Additions and Deletions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- F. First Review of the 2006 Annual Report on Public Charter Schools in the Commonwealth of Virginia
- G. First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board for Teacher Education and Licensure

Action/Discussion Items (continued)

- H. Final Review of Proposed Board of Education Meeting Dates for the 2007 Calendar year

Reports

- I. Annual Report: Virginia Advisory Committee for Career and Technical Education

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, July 25, 2006. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: _____ A. _____

Date: _____ July 26, 2006 _____

Topic: First Review of Proposed Response to *No Child Left Behind* (NCLB) Compliance Monitoring Report on Highly Qualified Teachers

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education, Licensure, and Professional Practice

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

 X Board review required by

 X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting X Action requested at future meeting: 9/27/06 (date)

Previous Review/Action:

 X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *No Child Left Behind Act of 2001* requires that states and school divisions ensure that all teachers of the core academic subjects be “highly qualified” by the end of the 2005-06 school year. The law requires that to be designated as highly qualified new teachers must hold a bachelor’s degree, have full state licensure (including alternative licensure), and demonstrate subject-matter competence in the core academic subjects taught. Experienced teachers must meet requirements by the end of the 2005-06 school year to be designated as highly qualified by meeting one of the following options:

- (1) passing a rigorous state academic subject matter test; or
- (2) completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing for middle or secondary school teachers; or

- (3) using the High Objective Uniform State Standard of Evaluation (HOUSSE). The HOUSSE provides states with a method by which teachers can demonstrate competency in each subject they teach. [Virginia's HOUSSE was approved on February 25, 2004, and amended to address special educators on April 20, 2005.)

The United States Department of Education (USED) announced that if states meet the law's requirements and USED's expectations in making satisfactory efforts but fall short of having highly qualified teachers in every classroom by the end of the 2005-06 school year, states would have the opportunity to submit a revised plan for meeting the highly qualified teacher goal established in statute and regulations by the end of the 2006-07 school year.

In a letter of June 29, 2006, USED Assistant Secretary of Education Henry Johnson reported to the Virginia Department of Education the results of the USED Academic Improvement and Teacher Quality Programs team review of the state's progress in meeting the highly qualified teacher provisions of the *No Child Left Behind Act of 2001* (NCLB) and Virginia's administration of the Title II, Part A, Improving Teacher Quality State Grants program.

In the report, USED cited Virginia relative to the assessment of content knowledge of newly hired high school special education teachers. Virginia allowed an option for new high school special education teachers to take either a middle school Praxis II assessment in the content areas of mathematics, science, English, and/or social studies or an appropriate Praxis II content test (secondary level) to demonstrate content knowledge to be designated highly qualified. USED stated that using the Praxis II middle school assessments does not meet the requirements of NCLB or the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

USED also reported that Virginia's High Objective Uniform State Standard of Evaluation (HOUSSE) option of allowing licensed elementary, middle, and secondary teachers not new to the profession to become highly qualified by the completion of an earned advanced degree in any area from an accredited college or university does not meet the requirements of NCLB.

In the June 29, 2006, letter USED advised the Virginia Department of Education that the issues cited with respect to highly qualified special education teachers must be resolved by December 29, 2006, and the approved definition reflected in the 2005-2006 data reported on highly qualified teachers.

Summary of Major Elements

Virginia is required to submit a revised plan in response to the issues addressed in the compliance monitoring letter. To address the testing concern for high school special education teachers new to the profession, one of the following options is proposed to demonstrate subject-matter competency in the subject(s) they teach:

- **Options provided by the *No Child Left Behind Act*, including an academic major in the content area, graduate degree in the teaching content area, or coursework equivalent to an undergraduate major.** [New secondary special education teachers who teach two or more academic subjects who are highly qualified in mathematics, language arts, science, or social studies have two years after the date of employment to be highly qualified in the other core academic subject area, which may include HOUSSE. If teaching core academic subjects exclusively to children assessed on alternate achievement standards, the teacher must meet highly qualified requirements for an elementary teacher.]

- **Rigorous State Academic Subject Test: Pass the appropriate Praxis II assessment(s) in the high school subject(s) they teach.**

Praxis II Tests

Biology: Content Knowledge (0235)

Chemistry: Content Knowledge (0245)

Earth Science: Content Knowledge (0571)

English Language, Literature, and Composition: Content Knowledge (0041)

Mathematics: Content Knowledge (0061)

Physics: Content Knowledge (0265)

Social Studies: Content Knowledge (0081)

- **Rigorous State Academic Subject Test: Pass the appropriate Middle School Praxis II assessment(s) in the subject(s) they teach** if the special education teacher new to the profession is teaching classes at a high school campus in which the students are not earning standard credit in core academic areas towards a high school diploma.

The criteria for highly qualified teachers do not apply to special education consultative teachers who are collaborating with a core academic teacher.

To address the citation regarding the option of allowing licensed elementary, middle, and secondary teachers not new to the profession to become highly qualified by the completion of an earned advanced degree from an accredited college or university, the following revision is recommended for Virginia's HOUSSE:

Amend the HOUSSE option “a” as follows:

- 3.a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revisions to the criteria for teachers to be designated highly qualified in special education and the amendment to HOUSSE.

Impact on Resources:

Teachers and school divisions will incur costs in meeting the requirements for the revised highly qualified designation criteria. These costs may include tuition for additional coursework and fees for tests, registration, and preparation. School divisions and the Department of Education may incur added costs in revising the data collection. Additionally, an impact on federal funding resources could occur if revisions are not made and approved by USED.

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review in September 2006. Upon USED approval of Virginia's revised criteria, the Department will ask school divisions to update their 2005-2006 data on highly qualified teachers.

Board of Education Agenda Item

Item: _____ B. _____

Date: _____ July 26, 2006 _____

Topic: First Review of Timeline for Submission of Additional Evidence to the United States Department of Education for Review of Virginia's Assessment System

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102 **E-Mail Address:** Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

 X State or federal law or regulation

 _____ Board of Education regulation

 _____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

 X No previous board review/action

_____ Previous review/action

 date _____

 action _____

Background Information:

As part of the *No Child Left Behind* (NCLB) compliance requirements, states must submit materials to the United States Department of Education (USED) for a peer review of the processes and policies related to the development and implementation of the state's standards and assessments. In November 2005, the Virginia Department of Education submitted available documentation to USED for review under this requirement. Because Virginia implemented new tests in reading and mathematics in grades 3 through 8 in spring 2006 as well as a revised alternate assessment program for students with significant cognitive disabilities, some of the required information was not available at the time of the November 2005 submission.

On March 22, 2006, USED issued a letter to Virginia outlining additional evidence to be submitted after the spring 2006 test administration. On June 13, 2006, Virginia submitted a timeline for providing the additional evidence. On June 28, 2006, USED issued a second letter rating Virginia's assessment system as *Approval Pending*. The letter stated that "Virginia's system has one fundamental component that warrants the designation of *Approval Pending*. Specifically, we cannot approve Virginia's standards and assessment system due to outstanding concerns regarding the validity, comparability, alignment, reporting and approved academic achievement standards for the Stanford English Language Proficiency (SELP) assessment when used as a proxy for the reading Standards of Learning (SOL)

assessments.”

Based on the *Approval Pending* rating Virginia has been placed under mandatory oversight by USED and must provide, within 25 business days from the receipt of the letter, a plan and a detailed timeline for how it will meet the remaining requirements to come into full compliance by the end of the 2006-2007 school year. A second peer review of the additional information will be conducted once all additional evidence has been submitted.

Summary of Major Elements

The Board of Education is asked to approve the timeline for providing additional evidence supporting Virginia’s assessment system to USED so that the timeline may be submitted by the August 4, 2006, deadline.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and approve the timeline for providing additional evidence supporting Virginia’s assessment system for submission to USED.

Impact on Resources:

Existing NCLB funding is expected to cover the estimated costs for providing additional information to USED.

Timetable for Further Review/Action:

The Department of Education will provide periodic updates to the Board of Education.

Board of Education Agenda Item

Item: C.

Date: July 26, 2006

Topic: First Review of Recommended Cut Scores for the Literacy and Numeracy Assessments Required for the Modified Standard Diploma

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

X Board review required by

 State or federal law or regulation

X Board of Education regulation

 Other:

X Action requested at this meeting Action requested at future meeting: (date)

Previous Review/Action:

X No previous board review/action

 Previous review/action

date

action

Background Information

The *Regulations Establishing Standards for Accrediting Public Schools* (SOA) adopted by the Board of Education on July 28, 2000, describe the Modified Standard Diploma as “intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma shall be determined by the student’s Individualized Education Program (IEP) team and the student, where appropriate, at any point after the student’s eighth grade year.” The Standards of Accreditation also require that “beginning with the ninth-grade class of 2000-01, students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board.”

In the *Guidelines for Implementing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, adopted by the Board on November 30, 2000, the Board identified the grade 8 Standards of Learning (SOL) assessments in reading and mathematics as the literacy and numeracy assessments for the Modified Standard Diploma. While the Board of Education adopted cut scores for the achievement levels of pass/proficient and pass/advanced on the grade 8 reading and mathematics tests in 1998, at that time, the use of these assessments as verification measures of numeracy and literacy for the Modified Standard Diploma had not been determined and this purpose was not considered by the standard setting committees.

In early March 2004 committees of educators were convened to recommend to the Board of Education cut scores on the grade 8 SOL tests in reading and mathematics that would represent the literacy and numeracy skills required by the Modified Standard Diploma. At its March 2004 meeting the Board of Education adopted scaled scores of 299 for the grade 8 reading test and 360 for the grade 8 mathematics test as representing the literacy and numeracy requirements of the Modified Standard Diploma. These adjusted cut scores are used by school divisions solely to verify the literacy and numeracy skills of students for the purposes of the Modified Standard Diploma and have no impact on the scores required to pass the grade 8 reading and mathematics tests.

In spring 2006 new grade 8 reading and mathematics tests were administered. Previously the grade 8 tests covered content from the Standards of Learning for grades 6 through 8. With the addition of reading and mathematics tests for grades 6 and 7 to meet the requirements of the federal *No Child Left Behind Act of 2001*, the grade 8 reading and mathematics tests administered in spring 2006 covered grade 8 content only. In June 2006 committees of educators convened to recommend to the Board of Education cut scores on the new grade 8 reading and mathematics tests that would represent the literacy and numeracy skills required by the Modified Standard Diploma.

Summary of Major Elements

Information about the range of cut scores recommended by the committees for the grade 8 Standards of Learning tests in reading and mathematics as measures of the literacy and numeracy requirements of the Modified Standard Diploma will be presented to the Board. The Board is asked to review this information and to adopt adjusted cut scores for the two tests for the purpose of verifying the literacy and numeracy skills required by the Modified Standard Diploma.

Superintendent's Recommendation

The Superintendent of Public Instruction recommends that the Board waive first review and adopt adjusted cut scores for the grade 8 Standards of Learning tests in reading and mathematics when used as measures of the literacy and numeracy requirements of the Modified Standard Diploma.

Impact on Resources

N/A

Timetable for Further Review/Action

Department of Education staff will continue to review the use of the grade 8 reading and mathematics tests as the literacy and numeracy assessments for the Modified Standard Diploma as the annual tests required by the *No Child Left Behind* legislation are implemented.

Board of Education Agenda Item

Item: _____ D. _____

Date: _____ July 26, 2006 _____

Topic: First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

Board review required by

_____ State or federal law or regulation

 x Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting x Action requested at future meeting: _____ (date)

Previous Review/Action:

 x No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program even with accommodations. A compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The VAAP, which is required by the federal *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), was first administered in the 2000-2001 school year. VAAP was revised for the 2005-2006 school year to meet the requirements of the *No Child Left Behind Act of 2001*. Committees of Virginia educators were convened to review selected Collections of Evidence and to recommend to the Board of Education the cut scores that should represent proficient and advanced performance for students in grades 3 through 5, 6 through 9, and 10 through 12 who are submitting Collections of Evidence in the areas of reading, mathematics, history/social sciences, and science for the Virginia Alternate Assessment Program.

Summary of Major Elements:

A range of recommended cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for students in grades 3 through 5, 6 through 9, and 10 through 12 will be presented to the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for the students in grades 3 through 5, 6 through 9, and 10 through 12.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Board should periodically review the cut scores for the Alternate Assessment Program.

Board of Education Agenda Item

Item: E.

Date: July 26, 2006

Topic: First Review of Proposed Additions and Deletions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

Presenter: Ms. Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: 804-225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☒ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☒ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action
☒ Previous review/action
date April 26, 2006
action Revised list of Supplemental Educational Services Providers

Background Information: The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a non-profit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and Mathematics Standards of Learning and in achieving proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of supplemental educational services providers across the state and by school division from which parents can select.

Summary of Major Elements: On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state's student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

The department has received applications from potential supplemental educational services providers in response to the Request for Proposals (RFP). At its September 2002 meeting, the Board of Education approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. Subsequent revisions to the initial list have been made on a regular basis. As shown below, the department recommends adding four providers to Virginia's board-approved list, and deleting one at the provider's request. Provider contact information is attached.

Proposed Providers Added

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
A to Z In-Home Tutoring	Reading/Language Arts (K-12) Mathematics (6-12)	All Divisions
Catapult Online	Reading/Language Arts (6-12) Mathematics (K-5)	Serving 101 Divisions. See complete list at http://www.doe.virginia.gov/VDOE/nclb/boe/supsrvcs-list.pdf
Tsquared Tutors, LLC	Reading/Language Arts (6-12)	All Divisions
uKnow	Reading/Language Arts (6-12)	All Divisions

Proposed Provider Deleted from List Upon Its Request

PROVIDER	DELETION REASON	REQUEST MADE
PLATO Learning, Inc.	No longer providing SES services	May 2006

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of supplemental educational services providers.

Impact on Resources: School divisions with identified Title I schools in School Improvement are required to set aside an amount equal to 20 percent of the local educational agency's Title I, Part A, allocation for the provision of supplemental educational services and other Title I School Improvement requirements, as appropriate.

The provisions of the *No Child Left Behind Act of 2001* have an impact on the agency's staff resources. This impact can be absorbed through the agency's existing resources at this time. If the agency is required to assume additional duties related to review and approval of supplemental educational services

providers, other services will be impacted.

Timetable for Further Review/Action: The solicitation and review of potential supplemental educational services providers are ongoing.

PROPOSED ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**Recommended: July 26, 2006****Providers Added**

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
A to Z In-Home Tutoring	Scott M. Hines 1300 Division Street Suite 306 Nashville, Tennessee 37203 Phone (615) 613-0156 Fax (615) 613-0160 E-mail: Scott.hines@atoztutoring.com Web site: www.atoztutoring.com	Reading/Language Arts (K-12) Mathematics (6-12)	All Divisions
Catapult Online	Greg Levin 101 Fleet Street Baltimore, Maryland 21202 Phone (410) 843-6646 Fax: (410) 843-6667 E-mail: Gregg.Levin@educate.com Web site: www.CatapultOnline.com	Reading/Language Arts (6-12) Mathematics (K-5)	Serving 101 Divisions. See complete list at http://www.doe.virginia.gov/VDOE/nclb/boe/supsvcs-list.pdf
Tsquared Tutors, LLC	Thomas L. Tucker 1700 Verna Drive Richmond, Virginia 33634 Phone: (804) 262-8923 Fax: (804) 262-9816 E-mail: Thomasl.tucker@comcast.net Web site: www.tsquaredtutors.com	Reading/Language Arts (6-12)	All Divisions
uKnow	Paul Brunson 1301 Connecticut Avenue, NW Suite 800 Washington, DC 20036 Phone: (202) 293-2332 Fax: (202) 293-8457 E-mail: tenumah@u-know.com Web site: www.u-know.com	Reading/Language Arts (6-12)	All Divisions

Provider Deleted from List Upon Its Request

PROVIDER	DELETION REASON	REQUEST MADE
PLATO Learning, Inc.	No longer providing SES services	May 2006

Board of Education Agenda Item

Item: _____ F. _____

Date: _____ July 26, 2006 _____

Topic: First Review of the 2006 Annual Report on Public Charter Schools in the Commonwealth of Virginia

Presenter: Ms. Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information: Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report the number of public charter school applications that were approved and denied to the Virginia Board of Education on an annual basis. Section 22.1-212.15 requires local school boards to submit annual evaluations of any public charter school to the state Board of Education. The legislation stipulates that the Board report its findings annually to the Governor and the General Assembly. The Department of Education collected information on the number of charter school applications approved and denied by local school boards through a Superintendent's Memorandum dated April 28, 2006. Additional information was collected through an annual evaluation report submitted for 2005-2006 by each of the public charter schools operating in the state.

Summary of Major Elements: The attached annual report contains the results of those data collections of the public charter schools in Virginia. Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved. Three of these schools continued to operate during the 2005-2006 school year. Information collected from school

division superintendents revealed that no new charter school applications were approved or denied during 2005-2006. An annual report that summarizes the results of the public charter schools is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 2006 Annual Report on Charter Schools in Virginia pursuant to §22.1-212.15, *Code of Virginia*.

Impact on Resources: None

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly as required by §22.1-212.15, *Code of Virginia*.

PUBLIC CHARTER SCHOOLS IN THE COMMONWEALTH OF VIRGINIA

PRESENTED TO

**GOVERNOR TIMOTHY M. Kaine
AND THE
VIRGINIA GENERAL ASSEMBLY**

July 26, 2006

PREFACE

Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Based on these compliance and performance criteria and other evaluation considerations, the objectives of the evaluation are as follows:

- Evaluate charter schools' progress in achieving the goals.
- Evaluate the performance of charter school students compared to the performance of other public school populations.
- Evaluate the impact of charter schools' activities in terms of contributions to the community and education system, in general.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.com.

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EXECUTIVE SUMMARY

The evaluation of the public charter schools of Virginia examines the three public charter schools in operation in the state during the 2005-2006 school year. All three schools are designed to provide alternative and experiential learning opportunities for students who are at-risk. However, differences among these schools include: the histories of the schools, characteristics of the communities served, characteristics of the students enrolled, size of the student bodies, grade levels served, resources available, and educational approaches and priorities.

Key Observations and Findings

- Schools. Of the 94,000 public schools nationally in 2005-2006, approximately 3,600 were charter schools, and only three of those were in Virginia. The enrollment for the three charter schools was 231 students as of June 2006 which was less than 0.1 percent of the total Virginia public school population. No new charter schools were approved or denied during the 2005-2006 school year.
- Staff. The schools reported a total of approximately 37 staff members including principals, teachers, paraprofessionals, and guidance counselors. The average student-to-teacher ratio was 8.3 students per teacher. All teacher positions were filled by licensed and endorsed individuals.
- Progress in Achieving Goals. Progress reported in terms of improved academic achievement, average daily attendance, and decreased dropout rates vary from year to year and among the schools. Two schools, Murray High School and York River Academy achieved Adequate Yearly Progress (AYP) goals under the *No Child Left Behind Act of 2001* for the 2005-2006 school year based on data from spring 2005. Official Standards of Learning (SOL) test data for 2005-2006 will be available from the Virginia Department of Education after October 1, 2006. For 2004-2005 and 2005-2006, Murray High School and York River Academy were fully accredited. The overall average daily attendance rate in the charter schools improved slightly during the last several years and is presently at 91.4 percent. The state rate is 95.2 percent. While dropout rates in the public charter schools have historically been much higher than comparable rates for the divisions in which they are chartered, dropout rates over the last several years for these schools have improved. Official dropout rates for 2005-2006 will be available from the Virginia Department of Education after October 1, 2006.
- Comparison of Student Performance. None of the schools report having conducted a comprehensive comparison of the performance of their students and the students in the traditional schools in their division or a longitudinal analysis of year-to-year improvement on a student-by-student basis. Some have self-reported that survey responses by students and parents suggest that the students are generally performing better than if the students had remained in a traditional school.
- Impact on the Community. All of the schools report programs to achieve parental and community involvement. The perceptions of the schools, community awards, other forms of recognition, and parental surveys suggest success in these efforts. Available information suggests that the small size, individualized instruction, and innovative approaches to education found in these schools have had a positive impact on the communities they serve.

CHAPTER ONE

Purpose

This report provides the results of an evaluation of the public charter schools in Virginia. The evaluation examines the three public charter schools in operation during the 2005-2006 school year. All of these schools serve at-risk students.

Objectives and Scope of Evaluation

The goals of the three charter schools included in this evaluation are similar in that they are all designed to provide alternative and experiential learning opportunities for students who are at-risk. While the general goal is similar, there are also differences among these schools such as:

- histories of the schools;
- characteristics of the communities served;
- characteristics of the students enrolled;
- size of the student bodies;
- grade levels served;
- resources available; and
- educational approaches and priorities.

Summary Report

The summary report focuses on evaluation considerations applicable for all charter schools in the Commonwealth. Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Various sections of this Code delineate compliance and performance criteria. In that context, the objectives of this evaluation are as follows:

1. Evaluate charter schools' progress in achieving their goals.
2. Evaluate the performance of charter school students compared to the performance of other public school populations.
3. Evaluate the impact of charter schools' activities in terms of their contributions to the community and education system, in general.

School-Specific Attachments

Differences in the characteristics of the three schools and in the data provided by each restrict the ability to provide comparable reporting of charter school performance at the summary report level. These differences also make it difficult to capture many of the unique characteristics and accomplishments of the individual schools. An attachment is provided for each charter school that includes selected school-specific information for many of the same evaluation areas considered in the summary report.

Sources

The information, observations, and findings in both the summary report and the attachments are primarily based on the following sources:

- Information collected by the Virginia Department of Education (VDOE) through an annual evaluation. These evaluations were submitted to the VDOE in June 2006 for the 2005-2006 school year by the school divisions that had public charter schools operating during that period.
- Additional data available to the VDOE that were used to augment the school division evaluation.
- Information collected by the VDOE on the number of charter school applications approved and denied by local school boards through Superintendent's Memorandum, Number 16, Administrative, dated April 28, 2006.
- Relevant information previously published by the VDOE.

Structure of the Remaining Chapters of the Summary Report

The summary report provides a collective evaluation of the three public charter schools in Virginia. The following sections of this summary report address:

- Chapter Two -- background information related to the *Code of Virginia* as it applies to charter schools as well as summary data related to the charter schools and student populations, waivers, staff, and initiatives to foster parental and community involvement;
- Chapter Three – evaluation of charter school student performance; and
- Chapter Four – the overall impact of charter schools in terms of:
 - effectiveness in meeting the needs of the students served;
 - progress in achieving the schools' goals;
 - benefits to the charter school students; and
 - factors influencing the status of the schools.

CHAPTER TWO

Background and Summary Information

This section provides general information addressed in the *Code of Virginia* as it applies to charter schools as well as general information profiling Virginia's charter schools.

A. *Code of Virginia* as Applied to Charter Schools

As delineated in the *Code of Virginia* (§ 22.1-212.5), public charter schools in Virginia are nonsectarian, nonreligious, or non-home-based alternative schools located within a public school division intended to:

- stimulate the development of innovative educational programs;
- provide opportunities for innovative instruction and assessment;
- provide parents and students with more options within their school divisions;
- provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure;
- encourage the use of performance-based educational programs;
- establish and maintain high standards for both teachers and administrators; and
- develop models for replication in other public schools.

The 2005-2006 Virginia General Assembly session created no amendments to previous statutes governing public charter schools.

B. Waivers

Based on information collected in the annual evaluation in June 2006, one school, Hampton Harbour Academy, requested and received approval by the Board of Education for waivers. The waivers were in the areas of: 1) course offerings and electives; 2) foreign language offerings; and 3) number of clock hours offered per year of instruction in science and history/social sciences.

C. Schools and Student Populations

Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved by local school boards. Three of these schools continued to operate through the 2005-2006 school year. A Virginia public charter may be approved or renewed for a period not to exceed five school years, but the school can be granted multiple renewals that permit it to operate for more than a total of five years. Table 1 provides summary information about these schools.

No new charter school requests were presented to local school boards for approval in any of the Virginia school divisions during 2005-2006. In July 2005, the United States Education Department (USED) awarded three federal charter school grants for proposed public charter schools in the Charlottesville area, Richmond, and Norfolk. These new charter schools have been proposed for the 2006-2007 school year, but to date have not been approved by their respective school boards.

Table 1.**Virginia Public Charter Schools -- 2005-2006**

Division	School	Year Opened	Grades Served [1]	Enrollment (reported by the school in June 2006)
Albemarle County Public Schools	Murray High School	2001	9-12	111
Hampton City Public Schools	Hampton Harbour Academy	2001	6-8	84
York County Public Schools	York River Academy	2002	9-10	36

Note [1]: The grades served for the 2005-2006 school year have varied in some of the schools over the years.

D. Student Populations

Virginia's public charter schools serve a variety of grade levels and are relatively small. The schools report a total of 231 students enrolled as of June 2006 in the three charter schools. Virginia's public charter school student population grew steadily from the opening of the first school in 1999 through the 2003-2004 school year. However, the student population declined in 2004-2005 and has further declined during 2005-2006 with the decrease in the number of schools. Table 2 profiles the statewide public charter school population over the last six years.

Table 2.**Trend in Student Populations in Virginia Public Charter Schools**

School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Number of Public Charter Schools	1	1	6	8	7	5	3
Total Student Populations [1]	41	40	440	685	745	555	231

Note [1]: Student population is based on charter school self-reported data.

CHAPTER THREE

Evaluation of Charter School Student Performance

Virginia's public charter schools focus on increasing educational opportunities and providing alternative educational programs for students who are potentially at some risk of academic failure. However, their population is not a representative subset of the traditional school student population. Assessing student performance using the Standards of Learning (SOL) test scores is valid and provides some insight toward performance gains, but for the charter school population, other metrics require consideration.

Many of the students, particularly older students enrolled in the two high school programs, were in danger of dropping out of school prior to attending the charter schools. Poor attendance, past academic failure, and other risk factors create challenges for the schools in raising the academic achievement level of these students, graduating them, and preparing them to be productive members of society. Despite the challenges, progress has been demonstrated and reported in terms of improved academic achievement, improved average daily attendance, and a decrease in the dropout rates. However, the quantitative results that support this success vary from year to year and among schools.

A. Student Selection Criteria

Because the three schools evaluated have different educational models and objectives, they have different student populations. However, many of the criteria used to select students are similar. These include selecting students who:

- have been unsuccessful in a traditional school setting and who would benefit academically from a smaller, nontraditional school environment;
- are at risk for leaving school or graduating below potential;
- are over age for the grade level for a variety of reasons (e.g., dropped out, failed grade(s), medical reasons); and/or
- have chronic problems of attendance and/or discipline.

These criteria establish a different threshold and different considerations for evaluating student performance than might be expected in the general school population. Other selection criteria such as student career interests and student willingness to commit to school policies and objectives vary. The local selection process also differs among schools.

B. Comparing Charter School and Traditional School Student Performance

Since the objective of Virginia's charter schools is to provide an alternative educational approach and environment to improve educational results for students who experienced failure or poor performance in the traditional schools, the issue of comparative performance is one of determining whether each individual student would perform, or has performed, better in a traditional or charter school. There are no data to support these types of longitudinal analyses.

None of the three charter schools report having conducted a comprehensive comparison of the performance of their students with students in the traditional schools in their division. Given the differences in the student populations and objectives of the schools, defining "comparable" student populations and "comparative approaches" for comparison purposes is challenging.

C. Student Achievement 2005-2006

Measuring student achievement for the charter school student population presents challenges. The charter school student populations are small and many lack continuity from year-to-year. Given the at-risk profile of these students, modest testing results may reflect significant improvement and may represent only a small portion of the actual educational benefit realized. Ideally, achievement should be described using both quantitative and qualitative data of improvement in areas such as academic performance, graduation and completion rates, communication skills, attitude, behavior, and discipline. However, consistent quantitative data do not exist, and resources needed to produce and analyze such data are generally not available.

1. Standards of Learning and Other Quantitative Testing. Standards of Learning (SOL) accreditation results will not be available for the 2005-2006 school year until October 2006. A history of SOL test scores is provided in the attachment for each school. In general, SOL test results reflect variability by year, grade level, and test. Additionally, they have varied from school to school, ranging from comparable or better than the scores in the school division in which the school is chartered to lower than overall school division scores. For 2004-2005 and 2005-2006, Murray High School and York River Academy were fully accredited. Murray High School and York River Academy met their Adequate Yearly Progress (AYP) objectives for the 2005-2006 school year based on assessment data from 2004-2005. Hampton Harbour Academy did not make its AYP objectives for the 2005-2006 school year based on assessment data from 2004-2005. Historically, Murray High School and York River Academy have produced SOL test scores that were comparable or better than the average overall scores from their divisions. Hampton Harbour Academy student scores have been consistently below the overall scores from the school division. In summary, available SOL test data have provided results that suggest improved student academic performance improvement at some schools.

2. Qualitative Measures of Achievement. Several schools conduct surveys that address student attitudes about the school experience, desire to attend school, and the learning climate. These surveys also try to measure increases in the students' personal ethics, collaboration, and cooperation. Some schools survey parents regarding the perceptions of their children's attitudes and observable changes. Schools report that this qualitative and other anecdotal feedback suggest additional evidence of student improvement in the charter school setting.

3. Other Measures of Achievement. Many of the at-risk students attending charter schools have a history of difficulties in discipline, attitude, and peer relationships; poor study habits; and communications issues. These characteristics lead to, or are correlated with, low attendance levels and higher dropout rates.

Average Daily Attendance (ADA) Rate – Chronic attendance problems are one of the selection criteria for entry into charter schools. Consequently, public charter schools in Virginia generally have student populations that have lower ADA rates than the traditional public student population.

Charter school and comparable division ADA rate data since 2001 are presented in Table 3. Average daily attendance rates for the 1999-2000 and 2000-2001 school years were reported for only one charter school and are not included. Complete ADA histories for the three evaluated schools and their divisions are provided in the school's attachment.

The overall average daily attendance rate in the charter schools has improved modestly since 2001-2002. The division rates have remained constant at near the state rate of 95.2 percent. Two of the three charter schools that are remaining operational as charter schools next year have historically had ADA rates comparable to their overall division ADA rates.

Table 3.
Average Daily Attendance – Charter Schools and Their Divisions

Average Daily Attendance	2001-2002 [1]	2002-2003 [2]	2003-2004 [2]	2004-2005[1]	2005-2006[3]
Charter Schools [4]	86.9%	86.2%	88.7%	87.8%	90.6%
Divisions [4]	95.1%	95.2%	95.2%	95.4%	95.7%

Note [1]: Includes five charter schools and the divisions in which they were chartered.

Note [2]: Includes seven charter schools and the divisions in which they were chartered.

Note [3]: Includes three charter schools and the divisions in which they were chartered.

Note [4]: Based on data provided by the VDOE.

Dropout Rate – Another criteria used to select students for charter school placement is “their risk of leaving school.” Charter schools in Virginia generally have student populations that would predictably have higher dropout rates than the overall student population.

Overall charter school and comparable division dropout rate data for the previous four years are presented in Table 4. Official dropout rates for 2005-2006 will not be available until after October 1, 2006. Dropout rates for 1999-2000 and 2000-2001 were reported for only one charter school and were not included. Complete dropout histories for the three evaluated schools and their divisions are provided in the school's attachment.

Dropout rate data vary from school to school and over time for each charter school. In 2004-2005, they ranged from zero percent to near three percent. As indicated by the data in Table 4, dropout rates in Virginia public charter schools have historically been much higher than comparable rates for the divisions in which they are chartered. Dropout rates over the last several years have improved significantly. While overall dropout rates in the charter schools have improved, they are somewhat higher than the overall school division dropout rates. However, the charter schools dropout rates are below the state dropout rate of 1.8 percent.

Table 4.**Dropout Rates – Charter Schools and Their School Divisions**

Dropout Rates	2001-2002 [1]	2002-2003 [2]	2003-2004 [2]	2004-2005[3]	2005-2006[4]
Charter Schools [5]	18.0%	12.9%	6.7%	1.6%	TBD
School Divisions [5]	2.6%	1.7%	1.5%	0.8%	TBD

Note [1]: Includes five charter schools and the school divisions in which they were chartered.

Note [2]: Includes seven charter schools and the school divisions in which they were chartered.

Note [3]: Includes three charter schools and the school divisions in which they were chartered.

Note [4]: Official dropout rates for 2005-2006 for the three charter schools will not be available until after October 1, 2006.

Note [5]: Based on data provided by the VDOE.

CHAPTER FOUR

Overall Assessment

The charter schools state they have all made progress towards the goals and objectives as stated in their charters. They believe that they have contributed positively toward the educational experience and lives of its students and the communities they serve. For most of these schools, available quantitative data support these perceptions, and qualitative data reinforce them.

A. Effectiveness in Meeting the Needs of the Populations Served

The schools identify their effectiveness as a school by the degree the school meets the “special needs” of its students. In general, they believe that the student populations served require an individualized, nurturing, and safe educational environment to benefit from their education and increase their opportunity for success beyond school. Success cited by the schools includes return rates, graduation rates, parental support and feedback, community support, and school division support. Two schools cite demonstrated academic improvement and success on SOL tests.

B. Progress in Achieving Goals

The three public charter schools evaluated in this report expressed their progress differently, but stated their goals as:

- achieving state accreditation and meeting AYP targets;
- assuring graduation, completion, promotion, and other certifications;
- stabilizing or growing their student bodies;
- facilitating student access to postsecondary education and training opportunities;
- helping students transition into postsecondary educational, workforce, or military opportunities; and
- increasing parental and community involvement.

All of these schools report progress toward meeting some of these goals. However, goals varied from school to school and progress was mixed. Two schools achieved their AYP goals and were fully accredited for the 2005-2006 school year; one did not meet its AYP goals and was not accredited.

C. Benefits Provided to Students

All three schools report that a primary benefit they provide their students is an educational environment: (1) in which the students can be comfortable and competitive; (2) more suited to providing post-graduation opportunities for these specific students; and (3) more supportive of the special individual needs of these students. An indication of these benefits is reflected by the dropout rate that has decreased from 18 percent for the 2001-2002 school year to slightly above 1.6 percent in the 2004-2005 school year. Educational successes translate into direct benefits for the charter school students.

D. Factors Influencing the Status of Charter Schools in Virginia

Schools provided a variety of responses regarding the factors that have contributed to their present status. Reported perceptions included support (i.e., school system, community, and parental support), funding, facilities, student selection, emphasis on technology, small, structured environments, and excellent staff.

ATTACHMENTS

Charter Schools Evaluation – 2005-2006

The three charter schools in Virginia included in this evaluation are different. These differences make generalizations about charter school performance and impact difficult.

The following sections provide an attachment for each individual school that is included in the summary report. Each attachment includes the following school-specific information:

- General school information;
- Student performance Standards of Learning (SOL) test results;
- Attendance data for 2005-2006;
- Dropout data;
- Professional development information; and
- Staffing data and information.

The data shown in these attachments are a combination of school self-reported information and information derived from Virginia Department of Education data sources.

Attachment A1**Albemarle County Schools, Murray High School**

Year opened as a charter school:	2001
Grades served in 2005-2006:	9-12
Enrollment 2005-2006:	111
School designed to serve students considered to be at-risk:	Yes
Intends to operate as a charter school during the 2006-2007 school year:	Yes

Student Achievement. Murray High School SOL test results have generally improved over its years as a charter school and compare favorably with, or exceed, overall division and Virginia SOL test results, as shown in the table A1.1. The 2005-2006 SOL test results will not be available until after October 1, 2006.

Table A1.1.
SOL Pass Rates for Murray High School

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing
	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005	2005-2006
English Reading	71	100	96	82	87	[2]
English Writing	67	93	92	94	89	[2]
Algebra I	100	75	75	100	87	[2]
Algebra II	71	N/A	73	50	84	[2]
Geometry	90	83	90	88	91	[2]
World Geography	63	60	100	100	100	[2]
World History I	N/A	100	N/A	N/A	81	[2]
World History II	75	89	100	81	90	[2]
U. S. History	57	68	93	86	86	[2]
Earth Science	70	N/A	93	100	76	[2]
Biology	100	75	100	50	89	[2]

Note [1]: SOL test results for 2001-2005 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2005-2006 will not be available until after October 1, 2006.

Average Daily Attendance (ADA). Table A1.2. provides a summary of average daily attendance rates for Murray High School and the school division in which it is chartered. Average daily attendance has improved slightly since becoming a charter school in 2001 and approaches overall attendance rates for the division.

Table A1.2.
Average Daily Attendance for Murray High School

Average Daily Attendance	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Murray High School	90.5%	93.3%	94.4%	91.6%	93.4%
Albemarle County Public Schools	95.9%	95.8%	96.0%	96.1%	96.0%

Dropout Rates. The following table summarizes dropout rates for Murray High School and the school division in which it is chartered. Dropout rates have been low and have historically been comparable to the division results. The 2005-2006 rate results will not be officially available until October 1, 2006, although Murray High School reported no dropouts during the 2005-2006 school year.

Table A1.3.
Dropout Rates for Murray High School

Dropout Rates [1]	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Murray High School	0%	1.9%	2.3%	2.2%	[2]
Albemarle County Public Schools	0.8%	0.6%	1.4%	1.4%	[2]

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

Professional development customized for charter school personnel only:	No
Professional development hours provided:	Over 100
Types of professional development activities provided:	11 or more
Amount of communication with other charter schools within Virginia:	Very little
Amount of communication with other charter schools outside Virginia:	Very little
Opportunity to attend national meeting(s) regarding charter schools:	No

Staff. The 2005-2006 staffing data indicate one Murray High School teacher per 10 students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for Murray High School are summarized in Table A1.4.

Table A1.4.
Staffing for Murray High School

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent Filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	11.83	11.83	100
Paraprofessionals	0.33	N/A	N/A
Guidance Counselors	1.0	1.0	100

Attachment A2**Hampton City Schools, Hampton Harbour Academy**

Year opened as a charter school:	2001
Grades served in 2005-2006:	6-8
Enrollment 2005-2006:	84
School designed to serve students considered to be at-risk:	Yes
Intends to operate as a charter school during the 2006-2007 school year:	Yes

Student Achievement. Hampton Harbour Academy student Standards of Learning (SOL) test scores reflect substantial variability by year, grade level, and test. The school's results have been significantly lower than division results. The 2005-2006 SOL results will not be available until after October 1, 2006.

Table A2.1.**SOL Pass Rates for Hampton Harbour Academy**

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing
	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Grade 8						
English: Writing	23	23	48	27	68	[2]
English: Reading	28	26	32	49	74	[2]
Mathematics	8	16	45	35	82	[2]
History/Social Science	22	38	76	N/A	N/A	[3]
Civics	N/A	N/A	N/A	68	88	[2]
U.S. History	N/A	N/A	N/A	51	83	[2]
Science	41	44	77	59	81	[2]

Note [1]: SOL test results for 2001-2004 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2004-2005 will not be available until after October 1, 2005.

Note [3]: SOL test results for History/Social Science were broken into two end-of-course tests in 2004-2005: Civics and U.S. History.

Average Daily Attendance (ADA). Table A2.2. provides a summary of average daily attendance rates for Hampton Harbour Academy and the division in which it is chartered. The school's ADA for 2005-2006 has shown an increase over 2004-2005. The ADA remains significantly below overall attendance rates for the school division.

Table A2.2.

Average Daily Attendance for Hampton Harbour Academy

Average Daily Attendance	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Hampton Harbour Academy	85.2%	83.1%	85.0%	82.1%	84.1%
Hampton City Public Schools	94.8%	94.5%	94.8%	95.2%	95.0%

Dropout Rates. The following table summarizes dropout rates for Hampton Harbour Academy and the school division in which it is chartered. When the school served secondary students from 2001-2004, the dropout rates were much higher than the division dropout rate. Beginning in 2004, the school served middle schools students. The 2005-2006 dropout rate results will not be officially available until after October 1, 2006.

Table A2.3.

Dropout Rates for Hampton Harbour Academy

Dropout Rates [1]	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Hampton Harbour Academy	34.3%	9.2%	9.7%	0.00%	[2]
Hampton City Public Schools	2.7%	2.1%	2.2%	0.5%	[2]

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

Professional development customized for charter school personnel only:	Yes
Professional development hours provided:	45
Types of professional development activities provided:	10
Amount of communication with other charter schools within Virginia:	Very little
Amount of communication with other charter schools outside Virginia:	Very little
Opportunity to attend national meeting(s) regarding charter schools:	No

Staff. For the 2005-2006 school year, Hampton Harbour Academy reports slightly more than one teacher per eight students enrolled. Staffing data for Hampton Harbour Academy are summarized in Table A2.4.

Table A2.4.

Staffing for Hampton Harbour Academy

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent Filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	11.0	11.0	100
Paraprofessionals	3.0	N/A	N/A
Guidance Counselors	1.0	1.0	100

Attachment A3

York County Schools, York River Academy

Year opened as a charter school:	2002
Grades served in 2005-2006:	9-10
Enrollment 2005-2006:	36
School designed to serve students considered to be at-risk:	Yes
Intends to operate as a charter school during the 2006-2007 school year:	Yes

Student Achievement. As depicted in Table A3.1., the York River Academy Standards of Learning (SOL) test results reflect variability by year, improved in 2003-2004 and became generally comparable to or exceeded division SOL test scores. During 2004-2005, the school's results were significantly lower than division results in two of the twelve end-of-course subjects. The 2005-2006 SOL results will not be available until after October 1, 2006.

Table A3.1.
SOL Pass Rates for York River Academy

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing
	2002-2003	2003-2004	2004-2005	2004-2005	2005-2006
English Reading	100	N/A	NA	96	[2]
English Writing	0	N/A	N/A	95	[2]
Algebra I	40	89	81	88	[2]
Algebra II	N/A	N/A	N/A	96	[2]
Geometry	N/A	N/A	33	95	[2]
World Geography	90	85	64	60	[2]
World History I	N/A	100	81	86	[2]
World History II	N/A	N/A	100	89	[2]
U. S. History	N/A	N/A	40	94	[2]
Earth Science	100	71	64	72	[2]
Biology	N/A	N/A	N/A	91	[2]
Chemistry	N/A	N/A	N/A	95	[2]

Note [1]: SOL test results for 2002-2005 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2005-2006 will not be available until after October 1, 2006.

Average Daily Attendance (ADA). Table A3.2. provides a summary of average daily attendance rates for York River Academy and the school division in which it is chartered. Average daily attendance rates for the school have been comparable to the school division ADA rates.

Table A3.2.

Average Daily Attendance for York River Academy

Average Daily Attendance	2002-2003	2003-2004	2004-2005	2005-2006
York River Academy	98.8%	95.1%	95.2%	96.7%
York County Public Schools	96.7%	96.3%	96.3%	96.6%

Dropout Rates. The following table summarizes dropout rates for York River Academy and the school division in which it is chartered. Historically, dropout rates for the school have been higher than division rates but comparable to state results. The 2005-2006 dropout rate results will not be officially available until after October 1, 2006, although York River Academy reported no dropouts through May 2006.

Table A3.3.

Dropout Rates for York River Academy

Dropout Rates [1]	2002-2003	2003-2004	2004-2005	2005-2006
York River Academy	0%	2.1%	2.6%	[2]
York County Public Schools	0.9%	0.2%	0.5%	[2]

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

Professional development customized for charter school personnel only:	Yes
Professional development hours provided:	Over 50
Types of professional development activities provided:	11 or more
Amount of communication with other charter schools within Virginia:	Very little
Amount of communication with other charter schools outside Virginia:	Some
Opportunity to attend national meeting(s) regarding charter schools:	No

Staff. For the 2005-2006 school year, York River Academy reports more than one teacher per eight students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for the school are summarized in Table A3.4.

Table A3.4.

Staffing for York River Academy

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	5.0	5.0	100
Paraprofessionals	0.0	N/A	N/A
Guidance Counselors	1.0	1.0	100

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ July 26, 2006 _____

Topic: First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board for Teacher Education and Licensure

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

☐ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☒ Other: Board of Education Bylaws

☐ Action requested at this meeting

☒ Action requested at future meeting: Final appointment of the nominees: September 27, 2006

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action:

date:

action:

Background Information: Article Nine, Section 2 of the Board of Education's bylaws states the following:

Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. All appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

Findings and recommendations of the Board of Education's advisory committees are provided to the Board in a manner and at a time prescribed by the Board.

Summary of Major Elements: The Board of Education has six advisory committees, five of which have vacancies for the three-year term of July 2006 to June 2009. (The nomination process for the Student Advisory Committee is handled through a special procedure that will be conducted in the early fall. Therefore, nominations to the Student Advisory Committee are not being accepted at this time.)

Superintendent's Memo Number 116, dated May 26, 2006, announced that the Board of Education is seeking nominees to fill the current advisory committee vacancies. The Superintendent's Memo and public notices were distributed broadly to local divisions, statewide organizations, special interest groups, and other interested individuals. The deadline for submission was July 10, 2006.

Please note that two of the five advisory committees require specific categories for membership. The categories are set by Code or regulation.

The advisory committees and the current vacancies are shown in the following table.

Advisory Committee	No. of vacancies 2006-2009 term	Required categories	No. of nominations received
Advisory Board for Teacher Education and Licensure	5 vacancies 3 reappointments	Classroom Teacher (Elementary Reading Specialist) Division Superintendent School Board Member Classroom Teacher (Middle) Higher Education (Private institution: faculty members in teacher preparation programs who may represent the arts and sciences)	23
State Special Education Advisory Committee	4 vacancies 2 reappointments	Classroom teacher (special education) Parent of a child with a disability, Region 1 Parent of a child with a disability, Region 8 Person with a disability	15
Advisory Committee on Adult Education and Literacy	6 vacancies	No specific category required.	9
Career and Technical Education Advisory Committee	2 vacancies	No specific category required.	2

Virginia Advisory Committee for the Education of the Gifted	10 vacancies	No specific category required. (Note: Superintendent's Memo Number 231, dated December 2, 2005, announced the call for nominations to fill the vacancies.)	22
Student Advisory Committee	Nominations will be accepted in the early fall under a separate nomination/selection process		N/A

Following the close of the nomination period, nominations were reviewed by a selection panel for each advisory committee. Nominees were selected based upon the nominees' qualifications and on the required categories for membership (if applicable). Every attempt was made to balance the membership by geographic region as well as gender and ethnicity.

The nominees recommended for appointment to the 2006-2009 term are as follows:

Advisory Board for Teacher Education and Licensure

Nominees recommended for appointment:

- Classroom Teacher-Elementary Reading:
Dawn Rees-Blakeman, Title I Reading Specialist, Roanoke City Public Schools
- Division Superintendent:
Dr. Gwen E. Edwards, Nottoway County Public Schools
- School Board Member:
Ann Y. Williams, Hopewell City Public Schools
- Classroom Teacher (Middle):
Susan K. Shoap, Swift Creek Middle School, Chesterfield County Public Schools
- Higher Education (Private Institution):
Dr. Carol C. Grove, Master of Arts in Teaching Program, Mary Baldwin College

Members recommended for reappointment:

- Business Community:
Rene Massey Ashjian, Sales*Boost*, Glen Allen, VA
- Classroom Teacher-Secondary:
Cynthia D. Baird, Brentsville High School, Prince William County Public Schools
- Higher Education (Public Institution):
Dr. William H. Graves, III, Dean, Darden College of Education, Old Dominion University

State Special Education Advisory Committee

Nominees recommended for appointment:

- Classroom teacher (special education):
Melodie M. Henderson, ED/LD teacher, Richmond City Public Schools
- Parent of a child with a disability, Region 1:
Carletta Pittman Wilson, Parent of a child with a disability, Region 1
- Parent of a child with a disability, Region 8:
(No nominations received; call for nominations will be continued)
- Person with a disability:
Trevor Scott Green, Christiansburg

Members recommended for reappointment:

- Anne Fisher, Parent of a child with a disability, Region 2
- Carmen Sanchez, Parent of a child with a disability, Region 4

Advisory Committee on Adult Education and Literacy

Nominees recommended for appointment:

- Dr. David L. Red, Adult ESOL Coordinator, Fairfax County Public Schools
- Barbara E. Gibson, Associate Director, The Literacy Institute of Virginia, VCU
- Dr. Cynthia Cooper, Director of Alternative and Adult Education, Hampton City Public Schools
- Jacqueline A. Venable, Director of Adult Education, Halifax County Public Schools
- Betty A. Mullins, Classroom Teacher, Tazewell County Public Schools
- Dr. Bonita M. Moore, Director, Office of Adult and Community Education, Fairfax County Public Schools

Career and Technical Education Advisory Committee

Nominees recommended for appointment:

- John C. Barnes, Corporate Vice President, Potomac Supply Corporation, Heathsville, VA
- Tracee B. Carmean, MSM, RN, Vice President, Riverside Health Systems, Yorktown, VA

Virginia Advisory Committee for the Education of the Gifted

Nominees recommended for appointment:

- Dr. Ellen Fithian, Independent Educational Consultant, Poquoson
- Dr. Judith Greathouse, Coordinator of Gifted Programs, Frederick County Public Schools
- Laura Hall, Smyth County School Board
- Tamra Oliver, Consulting Teacher, Montgomery County Public Schools
- Brian Pace, Director, Piedmont Governor's School
- Mary Downing Roberts-Gabay, School Counselor, Richmond City Public Schools
- Diane Sterbuzel, Resource Teacher, Manassas City Public Schools
- Margaret S. Turley, Middle School Coordinator for Gifted Education, Bedford County Public Schools
- Pamela Ward, Resource Teacher, Arlington County Public Schools
- Judy Williams, President, Virginia Association of the Gifted

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the list of nominees for first review.

Impact on Resources: The operating expenses and other costs associated with the meetings and functions of the Board of Education's advisory committees are provided through the Department of Education's operating funds. Where applicable, federal funds are provided to support the expenses and the work of an advisory committee.

Timetable for Further Review/Action: Final appointment of the nominees will be requested at the September 27, 2006, meeting of the Board of Education. The appointments will be retroactive to July 1, 2006.

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ July 26, 2006 _____

Topic: Final Review of Proposed Board of Education Meeting Dates for the 2007 Calendar Year

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
_____ State or federal law or regulation
_____ Board of Education regulation
X Other: Board of Education Bylaws

X Action requested at this meeting

_____ Action requested at future meeting

Previous Review/Action:

_____ No previous board review/action

X Previous review/action: First Review of Proposed Meeting Dates for the 2007 Calendar Year
date: June 28, 2006
action: Received for first review; requested adjustments

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

Summary of Major Elements: In recent years, the Board of Education has met monthly except for the months of August and December. Typically, the meetings are held on the fourth Wednesday of the month, although there is no requirement for this timing. Exceptions to the fourth Wednesday schedule are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled later in the month to avoid meeting during Thanksgiving week. The April meeting is typically a two- or three-day planning session.

In addition to the regular, monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary.

Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

The proposed meeting dates for 2007 are as follows:

Wednesday, January 10, 2007
Wednesday, February 28, 2007
Wednesday, March 28, 2007
Monday-Tuesday, April 23-24, 2007
Wednesday, May 30, 2007
Wednesday, June 27, 2007
Wednesday, July 25, 2007
Wednesday, September 26, 2007
Wednesday, October 24, 2007
Wednesday, November 28, 2007

Superintendent's Recommendation: N/A

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education are provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: N/A

ATTACHMENT:

**BOARD OF EDUCATION
FINAL REVIEW OF MEETING DATES
2007 CALENDAR YEAR**

Wednesday, January 10, 2007

Wednesday, February 28, 2007

Wednesday, March 28, 2007

Monday-Tuesday, April 23-24, 2007

Wednesday, May 30, 2007

Wednesday, June 27, 2007

Wednesday, July 25, 2007

Wednesday, September 26, 2007

Wednesday, October 24, 2007

Wednesday, November 28, 2007

Board of Education Agenda Item

Item: I.

Date: July 26, 2006

Topic: Annual Report: Virginia Advisory Committee for Career and Technical Education

Presenter: Mrs. Judy Sorrell, Member of the Virginia Advisory Committee for Career and Technical Education

Ms. Elizabeth Russell, Director, Office of Career and Technical Education Services

Telephone Number: 804-225-2051

E-Mail Address: Elizabeth.Russell@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information: The Virginia Advisory Committee for Career and Technical Education is comprised of business and industry leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education. The committee submits an annual report to the Board of Education.

Summary of Major Elements: The report includes committee recommendations to the Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the report for consideration and dissemination to the public upon request.

Impact on Resources: This activity can be absorbed through existing agency resources at this time. If the agency is required to absorb the additional duties related to this report, other services may be impacted.

Timetable for Further Review/Action: The Department of Education will disseminate the revised *Advisory Committee Handbook for Career and Technical Education Local Administrators* to all school divisions via a Superintendent's Memorandum.

ANNUAL REPORT

**From the
Virginia Advisory Committee for Career and Technical Education
to the
Virginia Board of Education**

Mrs. Judy Sorrell, Member

July 26, 2006

Introduction

The Virginia Advisory Committee for Career and Technical Education was organized in 2003. The principal purpose of the committee is to provide information and make recommendations about career and technical information to the Board of Education.

The advisory committee has met three times during the 2005 – 2006 school year: November 9, 2005; March 9, 2006; and June 5, 2006. At its March meeting, the Committee identified seven priority items that it respectfully submits in the form of recommendations/commendations for the Board's consideration.

Membership and Organization

The membership of the Virginia Advisory Committee for Career and Technical Education is composed of 12 persons knowledgeable about and concerned with career and technical education. Initial committee members were appointed by the Board of Education and committee vacancies are filled annually by the board. Once approved by the board, new members come onto the committee the following fall. Members reflect all geographic areas of the state whenever possible. Current membership includes seven representatives from business and industry and five representatives from education. Members serve three-year staggered terms and may be nominated for a second three-year term up to a maximum of two terms. The current officers of the committee include Mrs. Caroline Martin, chairperson; and Mr. Franklin D. Harris, vice chairperson. A list of current members is included in Attachment A.

The committee meets in regular session three times a year. Special meetings of the committee may be called by the chairperson or by a petition of the majority of the membership.

Bylaws and Standing Rules

The bylaws were aligned to support both the organization and the function of the committee. Amendments to the bylaws may be enacted only by the Board of Education in accordance with its rules and procedures.

Recommendations/Commendations

The committee has identified seven priority items and respectfully submits the following recommendations/commendations for the board's consideration:

Commendation #1: Inclusion of the Industry Certification on the "School Report Card"

The advisory committee commends the Virginia Department of Education, the Office of Career and Technical Education Services, and the Virginia Association of Career and

Technical Education for their efforts to have student industry certifications included on the School Report Card. This action further shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

Commendation #2: Support of Career and Technical Education

The advisory committee commends the former administration for its support of career and technical education through industry certification and Senior Year Plus and the continued support that the current administration under Governor Kaine, Acting Superintendent Dr. Patricia I. Wright, and the current State Board of Education is providing to career and technical education.

Recommendation #1: Advisory Committee Handbook for Career and Technical Education Local Administrators

The advisory committee recommends that the revised *Advisory Committee Handbook for Career and Technical Education Local Administrators* be distributed to all school divisions (See Attachment B). The advisory committee feels that with the continued change in local administrators of career and technical education, it is essential that they be fully aware of the importance of the local advisory council for career and technical education.

Recommendation #2: Support of Federal Perkins Legislation

The advisory committee recommends the development of a board letter or resolution to be sent to members of the Virginia Congressional delegation requesting the reauthorization of Perkins legislation at the current level or increased funding to be distributed to local school divisions (secondary and postsecondary) on an established distribution formula as part of the legislation. It is our belief that career and technical education programs in Virginia are providing high-level education and are meeting the demands of business and industry but are experiencing difficulty keeping up with the ever-changing technology and equipment demands. The federal Perkins funds are essential to Virginia's CTE programs and are needed to ensure that our technical programs have up-to-date laboratories and classrooms where students receive education and training on the most current technologies.

Recommendation #3: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and the Virginia Career Education Foundation (VCEF)

The advisory committee recommends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center provides the career and technical education programs throughout the state with curriculum and other resources that could not be developed by

many individual local education agencies. The CTE Resource Center works with Department of Education program area specialists, teachers, and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia's Standards of Learning. We endorse the CTE Resource's mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. We believe that the state calendar, grants for "CTE Best Practices" to be duplicated throughout the state, support of student organizations through scholarships, and the Commonwealth Scholars Initiative are all efforts that will enhance career and technical education in Virginia. We believe the funds raised by the foundation help to expand the CTE programs offered in Virginia and we fully endorse the foundation's mission.

Recommendation #4: Support of Industry Certifications

The advisory committee recommends the continued support of industry certification for both students and teachers. The committee recommends the development of a board letter or resolution to be sent to the Governor supporting the continued funding for industry certifications. We believe that this effort will continue to place Virginia in the lead to prepare our students for postsecondary education and the workforce.

Recommendation #5: Recognition of Retiring Committee Members

The advisory committee recommends the recognition of retiring committee members for their service during their tenure on the committee.

ATTACHMENT A

Membership List
Virginia Advisory Committee for Career and Technical Education

**Virginia Advisory Committee for
Career and Technical Education
2005-2006**

Mr. Craig Balzer	Principal Balzer and Associates, Inc. 1208 Corporate Circle Roanoke, VA 24108	Phone: 540-772-9580 Fax: 540-772-8050 E-mail: cbalzer@balzer.cc
Ms. Theresa Bryant	Vice President Workforce Development Tidewater Community College 300 Granby Street – 5 th Floor Norfolk, VA 23510	Phone: 757-822-1184 Fax: 757-822-1160 E-mail: tbryant@tcc.edu
Mr. Johnny Cates	Executive Director AYES Program Virginia Auto Dealers Association 1800 West Grace Street P.O. Box 5407 Richmond, VA 23220-0407	Phone: 804-359-3578 Fax: 804-358-8036 E-mail: jcates@vada.com
Mr. Franklin D. Harris Vice-Chairperson	Manager of Public and Member Relations Southside Electric Cooperative 2000 West Virginia Avenue Crewe, Virginia 23930	Phone: 434-645-7721, x 211
Mr. Parker Johnson	Accomack County Public School Board P.O. Box 623 Parksley, VA 23421	Phone: 757-665-5211 E-mail: seamist@shore.intercom.net
Dr. Brenda D. Long	VACTE President CTE Director, Stafford County Public Schools 31 Stafford Avenue Stafford, VA 24402-0900	Phone: 540-658-6672 Fax: 540-658-6061 E-mail: blong@staffordschools.net
Mrs. Caroline Martin Chairperson	Executive Vice President 9164 Wigneil Ext. Suffolk, VA 23433	Phone: 757-534-7015 Fax: 757-534-7016 E-mail: caroline@nurseworksforyou.com
Mr. Mike Mills	Corporate Distribution Manager American Woodmark Corporation 170 Dawson Drive Winchester, VA 22604	Office: 540-665-9273 Cell: 540-664-1864 Fax: 540-665-9351 E-mail: Mmills@woodmark.com
Mr. Toney Rigali	Lead Organizer Virginia Pipe Trades Association 713 N. Courthouse Road, Suite 101 Richmond, VA 23236	Phone: 804-379-3131 Cell: 804-356-0288 Fax: 804-379-0805 E-mail: lu10or2@uanet.org

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Mrs. Judy Sorrell

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President and CEO
Old Dominion Glass Company
565 Ice Pond Cove
Manakin-Sabot, VA 23103-3161

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ATTACHMENT B

Advisory Committee Handbook for Career and Technical Education Local Administrators

ADVISORY COMMITTEE HANDBOOK

for

**Career and Technical Education
Local Administrators**

Office of Career and Technical Education



Commonwealth of Virginia

**Revised
June 2006**

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PREFACE

The Advisory Committee Handbook has been revised (June 2006) to assist you in your role as a local administrator of Career and Technical Education and to inform local advisory committee members of their responsibility.

The Virginia Advisory Committee for Career and Technical Education members believe that the support for and the strengthening of educational programs in Virginia can be maintained and increased by the effective interaction, at all levels, of lay citizens and professional educators and administrators. We believe that public educational institutions and organizations maximize their effectiveness when there is a mixture of lay citizens and professionals participating in planning and evaluation.

We thank you for your time and expertise and hope this publication will be helpful to you.

Caroline Martin, Chairman
Virginia Advisory Committee for
Career and Technical Education

HISTORY

The Smith-Hughes Act was passed in 1917 by the United States Congress. The use of lay advisory groups in vocational education was encouraged in the provisions of this legislation. Such encouragement, as delineated in the Smith-Hughes Act, was precipitated by a fear that the growth of vocational education programs would be thwarted if their administration was left entirely to school officials who possessed only academic backgrounds. During that period, recipients of federal funds for vocational education were expected to seek the advice of the best minds of the community they purported to serve. Early in the 1900s, therefore, a recognized need existed for advisory groups to assist in the planning of vocational education programs and to help establish a communication link between the school and the community.

By the late forties and early fifties, state supervisory personnel and vocational teacher educators were beginning to endorse the concept of utilizing local advisory councils. Inasmuch as advisory council establishment was usually an option left to the individual teacher, councils were organized in some communities and not organized in others. Thus, for the next 40 years, vocational education teachers at the secondary, postsecondary, and adult level used local advisory groups with varying degrees of effectiveness.

With the emergence of vocational-technical education centers and community colleges in the mid-1960s, the use of general vocational advisory councils became a common practice. Thus, there has been a long tradition of involvement in Virginia of local advisory groups in vocational education.

Citizen involvement in the planning stages of vocational education was given additional impetus through federal legislation in the 1960's and 1970's. The Vocational Education Act of 1963 established the National Advisory Council for Vocational Education and the 1968 amendments included the first legal mandate calling for the formulation of state advisory councils. The Education Amendments of 1976 emphasized greater involvement than in the past of national and state councils and called specifically for advisory councils at the local level.

On July 1, 2002, the new Regulations Governing Career and Technical Education in Virginia went into effect. Part II, Section 3 (8VAC20-120-50) of the regulations requires that each local education agency or region establish a general career and technical education advisory council to provide recommendations to the local education agency (or board) on current job needs and relevancy of career and technical education programs and to assist in the development, implementation, and evaluation of the local plan and application. It further states:

1. The council shall be composed of members of the public, including students, teachers, parents and representatives from business, industry, and labor, with

appropriate representation of both sexes and racial and ethnic minorities found in the school, community or region served by the council; and

2. That the council shall meet at regular intervals during the year to assist in planning, implementing, and assessing of career and technical education programs.

ADVISORY COMMITTEES

General Advisory Committees: A school division serves the public and, in turn, is supported by it. Communication is critical. The school division and the community need to establish a strong communication vehicle such as an advisory committee. Schools need to know what the business and industry wants; the business and industry needs to know what the schools are teaching.

General advisory committees provide the necessary communication link. Committee representatives are recognized experts in their respective fields who help educational authorities build valuable programs based on the real needs of the business and industry. In many cases it is wise to have occupational advisory committees represented on the general advisory committees to provide continuity between programs and schools.

PURPOSE OF AN ADVISORY COMMITTEE

1. The advisory committee provides a link between the school and industry and can advise on the many facets of a career and technical education program. An advisory committee has no administrative authority and is not created to usurp the authority of local boards of education and administrative staff. Whether such groups are called commissions, councils, boards, or committees, it is important to remember that they serve in an advisory capacity.
2. A committee can assist in establishing a two-way system of communication: informing the school of the needs of business and industry and informing business and industry of the services the school can provide. Research shows that current up-to-date CTE programs have a strong advisory committee that actively advises the local school division.
3. A committee is organized to assist in making career and technical education programs as efficient and effective as possible in order that both business and industry and student needs are being truly met.

FUNCTIONS OF AN ADVISORY COMMITTEE

The functions of an advisory committee shall include, but not be limited to, active involvement in the following:

1. Advise on business and industry current and projected workforce needs.
2. Review and sign off on the local school division's annual CTE plan.
3. Suggest course content and program development.
4. Make recommendations on equipment, instructional materials, and specifications for training areas.
5. Promote public relations and publicity relative to the program.
6. Assist in placement of students in co-op programs.
7. Make suggestions on real work-based projects to be used to enhance occupational objectives.
8. Review the program budget, i.e., instructional materials, equipment, etc.
9. Support student organization activities at the local, regional, state, and national levels.

RECOMMENDED COMPOSITION OF ADVISORY COMMITTEES

Composition of an advisory committee should consist of seven (7) or more persons who by position, background experience, or training can contribute to the improvement of CTE programs.

Suggested criteria for advisory committee membership are as follows:

1. Supervisory and non-supervisory persons currently employed in a business/industry directly related to programs offered at the division level;
2. Representatives of labor, trade associations, or professional organizations;
3. Representative of special populations;
4. Representative of postsecondary programs;
5. Representative of career and technical education teachers;
6. Former students with at least three (3) years on-the-job experience related to the specific program;
7. Parents of current or former students enrolled in the CTE programs; and
8. Current president of a student organization.

NOTE: The majority of the advisory committee members should be selected from areas 1 through 5 above.

RECOMMENDED CRITERIA FOR COMMITTEE MEMBERS

1. **Experience:** Committee members should have first-hand business and industry experiences in one or more of the division's programs of study. They should be persons who are recognized as leaders in their profession.
2. **Adequate Time:** An advisory committee should meet as frequently as necessary (minimum of two to three times a year). The ability to devote adequate time to committee work should be discussed with potential members to ensure commitment to the time needed to provide strong support for the local CTE programs.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each advisory committee member is expected to:

1. Attend meetings regularly, participate in the committee discussions and serve on subcommittees when requested;
2. Review and advise the local school division on current labor market needs, employment projections, and program offerings;
3. Keep the CTE administrator and instructor(s) informed of new industry developments;
4. Assist with student leadership activities in cooperation with student organizations;
5. Advise on the relevance of CTE program offerings as related to current job needs;
6. Advise on the development, operation, and evaluation of the program;
7. Assist the local agency in planning CTE promotion activities; and
8. Assist with the development of local career and technical education plan, presentation of the plan to the local school board, and signing off on the approved plan for submission to the Virginia Department of Education.

RECOMMENDED LENGTH OF MEMBERSHIP

1. The terms of committee members should be for three years with staggered termination dates to allow for continuity. Provisions to insure that there will always be experienced members serving on the committee are critical. Members may be recommended for reappointment after completing their term in office.
2. The instructor(s) of each program area, current committee members, and local administrators should make recommendations for membership to the program advisory committee.
3. The advisory committee chair shall annually submit nominees to the local school board.
4. The local school board should appoint advisory committee members annually.

ADVISORY COMMITTEE OFFICERS

An advisory committee should elect the officers as established in its bylaws or standing rules. Terms of office may vary as defined in the committee bylaws or standing rules. The duties of each officer should be identified in the bylaws.

Chairperson: The chairperson is a representative from business and industry and should be elected by majority vote of the committee members. The chairperson should be sensitive to the views of the members, be able to listen critically, be reasonable, exercise good judgment and fairness, and be able to work closely with the instructor(s). A chairperson should be elected at the first meeting of the committee to serve during the current school year.

The responsibilities of the chairperson include the following:

1. Plan and set the meeting agenda; and
2. Preside over all meetings.

Vice-Chairperson: The vice chairperson works closely with the chairperson on all tasks and will preside in the absence of the chairperson. The vice chairperson serves as chairperson-elect for one term and chairperson for the second term.

Secretary: The secretary will be responsible for taking the minutes of each formal meeting and submitting them to the committee members.

Meetings: Realizing that a council is comprised basically of experienced persons from business, industry, and labor who are serving voluntarily, it is important that each member feel his/her time is spent wisely. One way of assuring that each meeting will be conducted in an effective and orderly manner is to establish bylaws. The bylaws will state the provisions by which the council organizes itself, selects its officers, establishes subcommittees, selects place and time for meetings, formulates programs, and prepares meeting agendas. It is important to hold regularly scheduled meetings.

All advisory committees should meet in formal, minutes-recorded sessions a minimum of twice a year. One meeting should be held prior to November 1 and the second meeting held in March to allow for local plan approval and presentation to school board. Other meetings may be scheduled at the discretion of the instructor(s) and chairperson for the committee.

Appendix A

SAMPLE LETTER OF AGREEMENT

Dear _____:

The _____ City/County School Board is pleased to inform you of your appointment to _____'s career and technical education advisory committee. Thank you for your willingness to serve on this committee.

The ultimate objective of this committee is to serve in an advisory role to ensure the most up-to-date career and technical education programs possible in our school division. Your active participation and interest in the committee's work will be helpful in the accomplishment of this objective.

Shortly, you will be notified by _____ about the time, date, and place for the advisory committee meeting. At this meeting, the role and functions of the committee and members will be clarified. You will have the opportunity to meet other members of the committee, school board, and the school administrative staff. A meeting agenda will be sent to you upon our receipt of your acceptance form.

Again we thank you for your interest in the career and technical education program offerings. Please contact _____ at _____ if you have any questions. We look forward to working with you and your fellow advisory committee members.

Sincerely,

(signed by the chairman of the
School Board or an administrator)

(Acceptance form to be returned)

APPENDIX B

ADVISORY COUNCIL BYLAWS (suggested outline)

- I. Name
- II. Area Served
- III. Membership
 - A. Number of Members
 - B. Term of Office
 - C. Appointment of Members
 - D. Ex-Officio Members
- IV. Purpose and Responsibilities
 - A. Purpose of Council
 - B. Responsibilities
- V. Organization
 - A. Officers
 - B. Term of Officers
 - C. Minutes
- VI. Policies and Procedures
- VII. Meetings
 - A. Regular Meetings
 - B. Special Meetings
 - C. Quorum
 - D. Agenda
- VIII. Committees

APPENDIX C

ADVISORY COMMITTEE CHAIRPERSON'S GUIDE FOR CONDUCTING AN ADVISORY COMMITTEE MEETING

Agenda

(Date)

- | | | |
|----|------------------------|--|
| 1. | Call to Order | Welcome and opening remarks by school personnel |
| 2. | Secretary's Minutes | Minutes of last meeting; approved/corrected by vote |
| 3. | Introductions | Introduction and biographical information about committee members and/or guests

Introduction and biographical information about instructor(s) |
| 4. | Old Business | Briefly summarize old business items |
| 5. | Special Reports | Recognize individual presenting reports |
| 6. | New Business | Review, discuss, and vote on each item |
| 7. | Plans for Next Meeting | Discuss date and time for future meetings, subcommittees, etc. |
| 8. | Other Items | Announcements, etc. |
| 9. | Adjournment | |

ACKNOWLEDGMENTS

The Virginia Advisory Committee for Career and Technical Education wishes to extend its appreciation to the following who assisted in developing the *Advisory Committee Handbook for Administrators of Career and Technical Education*.

A special thanks goes to the members of the Virginia Advisory Committee for Career and Technical Education; the career and technical education staff with the Virginia Department of Education; and Paula Kirby, program secretary for the Shenandoah Valley Regional Program, who supported the effort in producing this publication.

Portions of this booklet were based on information taken from the following:

The Oklahoma Department of Vocational and Technical Education, and the Metro Tech Area Vocational-Technical Center of Oklahoma

The National Center for Research in Vocational Education at Ohio State University

The Virginia Department of Education

The Career and Technical Education Resource Center in Virginia